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ABSTRACT

This report describes the activities and developments of the Centre for Adult and Continuing Education (CACE) of South Africa's University of the Western Cape. The following are among the many activities in which CACE staff members were actively involved in 1997: national efforts to streamline the professional development of adult educators and trainers; transition to a delivery system combining face-to-face tuition, resource-based learning, and distance support; study weekends during which rural students examined important issues and strengthened their use of popular education methods; efforts to build tutor capacity and outcomes-based education capacity; the Race, Class, Gender and Culture Project; international educational exchange, and research on adult education. (Contains a draft financial statement and lists of the conferences, seminars, and workshops attended by CACE staff in 1997 and 34 papers, articles, books, and presentations by CACE staff.) (MN)

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C A C E

CENTRE FOR ADULT AND CONTINUING EDUCATION

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annual report

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Who is ignorant ?

What kind of people are we?
We are poor, very poor
but we are not stupid,
That is why, despite our illiteracy we still exist.
But we have to know why we should become literate

Why should teachers feel so superior?
they behave as if we were ignorant fools,
as if we were little children.
Please, do understand that the teacher may know things which we don't.
But we know a lot of things which are beyond him ...
Literacy should help us live better:
at least we look at it that way.
They say that things are being planned for us – the poor.
Would literacy help us in knowing those government plans?

Would it help us to know how to raise our yield,
and increase our income?
And from where to borrow money on easy terms,
and what benefits would we get from the cooperative?

Will this programme teach us how to think and work together?
Will "doing" be made a part of "learning"?
We want a straight answer.

Then we shall decide whether we should become literate or not.
But if we find out that we are being duped again with empty promises,
we will stay away from you . . .

From the journal, Adult Education and Development, no 43, 1994
written by some illiterates of India

annual report

Centre for Adult and Continuing Education (CACE)

University of the Western Cape

CACE ADVISORY COUNCIL

Chairperson, Rector of UWC : Cecil Abrahams

Dean of Faculty of Education : Harold Herman

Representative of Faculty of Education : Glenda Kruss

Head of UWC Library : Colin Darch

Representative of SRC :

Director of CACE : Shirley Walters

CACE Staff Representative : Joe Samuels

Representative of SACHED : Roy Williams

Representative of Literacy Cooperation Group (W Cape) : Lynn Helm

Invited Individuals : Vacant

CACE Staff 1997

Back row from left to right:
L. Alexander, A. Ntunja, E. Schutter, N. Martins,D. Kapp, J. Geidt
Front row: Z. Groener, S. Towfie, A. Sardien, J. Samuels
Right of pillar: S. Walters, S. Wanza, S. Kemp, N. Hendricks

Director and Professor
Shirley Walters B.A., P.G.T.D.(UCT), M.Ed (Manchester), Ph.D.(UCT)

Full-time Lecturers
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Roy Crowder B.A.(Oxon), M.A.(UCT), P.G.Cert.Ed.(Leicester), Dip. Adult Ed.(Leeds)

Nomvuyo Dayile Dip. Med. Tech (in-service), Adv.Dip. Adult Ed. (UWC)

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Zelda Groener Higher Dip.Soc.Work(UWC), M.Sc.(Edinburgh), Ph.D (UCLA)

Natheem Hendricks Adv. Dip. Adult Ed. (UCT), B.A. (UWC)

David Kapp Adv. Dip.Adult Ed.(UWC)

Joe Samuels B.Sc.(Hons), M.Phil.(UWC) (Until October)

Tony Sardien B. Soc. Science (UCT), Adv. Dip. Adult Ed. (UWC)

Hayley Swartland B.A. Hde. (UWC), Adv. Dip. Adult Ed. (UWC) (based in the CACE Kimberly office)

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Nonkonzo Martins B.Admin.(UWC)
Suheimah Towfie
Elizabeth Schutter
Sonia Wanza

Bookkeeper
Steven Kemp

Visiting Professor (August 1996 - March 1997)
Jane Dickie, Director of Women's Studies, Hope College, Michigan, USA

CACE Position Statement

(adopted in 1992)

CACE aims :

1) To contribute to the development of theory and practice of adult education in a critical, rigorous academic and professional way, amongst community-based and other adult educators.

2) To participate in the building of the national system of adult education which contributes towards the reconstruction and development of an equitable, just and democratic society in South Africa.

3) To participate in and encourage community orientated services as legitimate parts of UWC's functioning.

4) To participate in the global movements of critical adult educators particularly those located in the 'south', in order to contribute to sustainable, human development.

5) We seek to achieve these aims through :
   - the non-formal and formal education and training of community-based and other adult educators
   - research
   - networking nationally and internationally
   - developing and publishing materials
   - providing support and resources to adult educators
   - participating in and developing relevant university and community structures.

CACE address and contact numbers

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INTRODUCTION

Adult Education and Lifelong Learning

During this year the importance of adult education and lifelong learning were reasserted both globally and locally. At the global level, Unesco's Fifth International Conference on Adult Education (Confintea V) was held in July in Hamburg, Germany. It brought together over 1500 participants representing governments, nongovernmental organisations (NGOs), intergovernmental organisations, the private sector. It asserted the importance of adult learning as the key to the twenty-first century "where productivity and democracy are seen as simultaneous requirements for human development"[1].

The move from the discourse of adult education to adult learning, which is captured very clearly in The Hamburg Declaration on Adult Learning, holds within it enormous challenges in terms of both pedagogy and organisation of adult education. In South Africa, the new democratic government has already begun to retreat from its financial support of adult education with the temporary closure of many Adult Education Centres. But on the other hand, there are a wide range of adult learning opportunities through, for example, the health, welfare, water, and labour sectors and the proliferation of new radio stations. The conceptual framework of lifelong learning becomes increasingly important to capture the multi-layers and diverse spectrum of adult learning that takes place despite limited government support.

At a national level there was further progress towards giving content to the commitment to lifelong learning. The vision of lifelong learning (LLL) underpins the new approaches to education and training in South Africa as reflected in new and emerging legislation, including the South African Qualifications Act (SAQA) and the Draft White Paper on Higher Education.

Lifelong Learning and Higher Education

In 1998 Unesco is holding a World Conference on Higher Education. Confintea V calls on this conference "to promote the transformation of post-secondary institutions into lifelong learning institutions, and to define the role of universities accordingly". At UWC we are exploring what this means in a concerted way.

The Draft White Paper on Higher Education, like the National Commission on Higher Education's Report, insists that the transformation of higher education in South Africa must have increased participation, with students recruited from a broader distribution of social groups and classes and it must be more responsive to societal interests and needs. Massification and diversification in higher education is required under severely constrained financial circumstances. As in many parts of the world, students will increasingly be part-time and older and needing to continue to learn throughout life. Adult learning therefore becomes critical within higher education. Resources are not likely to increase therefore innovative teaching and learning strategies will be required to meet the needs.

1 From the closing address of Mr Federico Mayor to the conference.

The new mission statement of the University of Western Cape (UWC) reflects similar commitments both implicitly and explicitly. It commits the university to "encourage and provide opportunities of life-long learning". The notion of LLL is visionary. It provides a challenging conceptual framework for thinking about education and training provision at all levels. But the concept is also in danger of becoming something of a multi-purpose cliche in fashionable educational discourse and cliches can hinder clear thinking. Its familiarity can give an illusion of common understanding which can obscure the tensions it embodies, and can lead to confused practices. At UWC there has been a systematic process to investigate and give clear institutional direction to the vision of LLL.

South Africa learner Nkosinthi Hlatuka in Hamburg

The Executive of Senate (SUK 97/3) agreed to a CACE proposal in March 1997 that an investigation into a Programme of Lifelong Learning at UWC go ahead[2]. Three Rector's Task Groups were formed which focused on Distance Education and Resource-based Learning (DE/RBL), Continuing Professional Education (CPE), and Lifelong Learning (LLL). Three reports were produced which served at a Roundtable Discussion on Lifelong Learning at UWC convened by the Rector on the 17 September 1997. At this meeting there was agreement that the process of development of LLL at UWC be taken forward systematically. To this end Shirley Walters has been seconded to the Rector's office to direct the University Mission Initiative on Lifelong Learning. By taking this step, UWC is in line with best practice internationally.

Lifelong Learning

Driven by the imperatives of late capitalism, LLL has become a key concept in the thinking about education and training worldwide. Candy[3] points to the extraordinarily rapid pace of social, technological, cultural, economic, legal and educational changes throughout the world, combined with the increasing global connectedness of many societies and economies, which emphasise the need for people who are adaptable and responsive; in short, who are capable of continuing lifelong learning. The even more dramatic changes in South African society render it particularly important for the South African educational system, including the higher education system, to produce lifelong learners and to provide for continuing learning throughout life. The imperatives for lifelong learning in South African are driven by its reinsertion into the global economy and by the political and social necessities of equity and redress after the years of colonialism and apartheid.

Ove Kargaardt (Denmark), and Michael Welton (Canada) at the launch of the book "Global Persectives and Adult Education and Training

2 This was based on a proposal submitted by Professor Shirley Walters "Proposal for a programme of lifelong leraning at UWC by 2001" which was generated during her study visit to the University of Missouri and shaped in consultation with colleagues at UM and UWC. this section of the report draws on the introductionm to the final report that was produced, Lifelong Learning by 2001.

3 Phillip C. Candy "Lifelong education and the university sector", a discussion paper for the National Commission on Higher Education (no date), provides a very useful framework which we draw on substantially in this report.

INTRODUCTION

By its nature, lifelong learning is cross-sectoral; it is not limited to formal education - general, further, and higher education and training - but includes adult and community education and workplace-based learning, along with access to other learning opportunities including libraries and electronically transmitted and stored data. In fact, LLL includes all sorts of and levels of learning irrespective of its content, form or location. As Candy states, embracing and endorsing principles of LLL have implications for all aspects and facets of education and training.

Reading education policy documents in various parts of the world, including South Africa, LLL often seems a panacea: it will help career development, cure unemployment, encourage flexibility and change, raise personal and national competitiveness, help personal development etc. It has become `policy speak` which assumes multiple meanings and interpretations. As Soobrayan[4] argues, at one extreme, it is employed as a conceptual framework which presents a comprehensive and particular understanding of educational priorities, the strategies required to address these and a fundamental assertion of a radically different and distinct pedagogy. At another level, its simpler expression places emphasis on the temporal plane, making education available throughout the lifecycle. In this form, the major questions posed relate to access and provision rooted in a discourse of equity. In this latter dimension there is no explicit focus on pedagogy; the main emphasis is on expanding present education provision.

It is important that we recognise that LLL can mean different things to different people[5]. Very briefly, the argumentation for LLL has varied in the course of history. It has addressed the needs of production (worker), society (citizen) and culture (human being) to different degrees at different times. In adopting the term we need to clarify its meaning based on our analysis of the political, social, cultural and economic needs of the country and how we see UWC serving those needs. The newly adopted UWC Mission Statement is a useful reference point in this regard.

Put very simply, there are two different and important theoretical and ideological strands in LLL. They are the human capital school, mostly supported by neo-liberal ideology, and the humanistic school which is concerned with a democratic, holistic approach to education and training. The human capital school talks of education in terms of the market and investment in human capital and reduces education to the needs of the economy. LLL historically has been more closely associated with the humanistic strand which considers education from the perspective of the individual and the democratic citizen. Within the debates about LLL both strands exist but the drive to the marketization of education and training within a human capital perspective holds sway both globally and, increasingly, in South Africa. At UWC there has been a rigorous debate about the importance of not juxtaposing economic development with the achievement of social justice as contained in the notions of equity and redress. There has been a convincing argument that we must recognise the competing claims of both

4 Bobby Soobrayan "From apartheid education to lifelong learning, assessing the ameliorative potential of emerging education policy in South Afriuca", a paper presented at Lifelong Learing Conference, July 1997 University of Surrey, England.

5 Useful texts which provide background to the term and its use include: A special edition on lifelong learning education of International Review of Education 1994 Kluwer Academic Publishers, The Netherlands; "Lifelong Learning: Reality, rhetoric, and public policy", Conference proceedings 4-6 July 2997, University of Surrey, Dept of Educational Sudies; Berndt Gustavsson "Lifelong learning reconsidered" in GLOBALISATION, ADULT EDUCATION AND TRAINING, edited by Shirley Walters, Zed Books UK 1997.

INTRODUCTION

equality and economic development which inevitably are in tension.[6] In the South African context equality cannot be achieved without economic development and economic development amongst the majority of people cannot be achieved without striving to achieve equality. Therefore, for the majority to benefit, an approach to economic and social development must recognise the interrelatedness of society and the economy where human values not human capital predominate.

Inevitably, embedded within UWC's mission are the same tensions between attainment of equality and economic development and these no doubt will exist within its programme to "encourage and provide opportunities of lifelong learning". Holding the tension creatively will be one of the major challenges for the LLL programme.

CACE is being called upon to give leadership in the development of the concept of lifelong learning for the university as a whole. Adult education is being recognised increasingly as having theories and practices that have relevance for higher education more generally. It is therefore appropriate that a university-wide programme is instituted and CACE is centrally involved together with others in giving it its form and shape.

6 This debate was driven by colleagues in the Education Policy Unit including the late Harold Wolpe, Saleem Badat and Zenariah Barends.

Members of the South African delegation at the UNESCO Conference, including Funeka Loza, a CACE tutor

ADMINISTRATION

During the year, given the transitional nature of the higher education context, there have been many discussions on the institutional changes required to meet the new imperatives at an institutional and system-wide level. During the coming year many of these discussions will reach fruition. Drawing on international experiences, CACE has been arguing that while it appreciates the need for more porous boundaries between departments within and between faculties, it is critical that adult education retain a distinctive organisational form. It is too weak to withstand the domination of the schooling frame if it were to be dispersed throughout other entities. With both the university-wide LLL initiative and the transformation debates occurring at all levels in the institution, we can anticipate major changes in the university and within the Faculty of Education and CACE.

CACE's approach to distance education has been professionally developed with the improvement of the administrative systems and the involvement of administrative staff in these developments.

Staffing

There were two staff changes in CACE this year. Joe Samuels resigned after eleven years as coordinator of the continuing education function. We congratulate him on his appointment as director to the new South African Qualifications Authority (SAQA) and thank him for his important contribution to CACE and the field of adult education. Glynis Lawrence, the part-time bookkeeper, resigned and Steven Kemp took her place on a full-time basis.

Zelda Groener is congratulated on being awarded her doctorate and on being promoted to senior lecturer. She has been appointed acting director during 1998 while Shirley Walters is seconded to the Rector's Office to direct the University Mission Initiative on Lifelong Learning.Temporary short term assignments were undertaken by Louise Vale, Cathy Gush, Kathy Watters, Ronnie Simons, Caroline Kerfoot, Mthobeli Tengimfeni, and Pat Hamilton.

Contract employment

A difficult feature of the year has been the increased pressure of contract status on some of the staff. There is more and more insecurity in the general funding environment; some staff have no option but to accept shorter and shorter contracts; and a couple have, through a sequence of contracts, served the university for over eight years, but without all the benefits and security such status would bring. Moreover, at times, contracts can only be finalised at the last minute leaving people in extreme uncertainty about employment. This situation takes its toll on all the staff in the institute.

Committee Work of Staff

This included serving on several CACE committees, other university committees, and on committees of a range of community and non-governmental organisations (NGOs). The CACE Management Committee (CMC) was serviced by Shirley Walters, Roy Crowder (in the first part of the year) and later Zelda Groener, Lucy Alexander, Sonia Wanza and Joe Samuels, until he left and was replaced by Natheem Hendricks. CACE staff served on the following UWC committees:

a) Faculty of Education - Faculty Board, Research, Higher Degrees, Appointments, Executive, Planning, B.ED, Academic Development, Student Affairs, Teacher Inservice Project, Continuing Professional Education Committee.

b) Senate committees - Senate, Senate Academic Planning (SAB), CACE Advisory Council, Gender Action Committee, Planning Committee, Student Disciplinary Committee

c) Council committees - Senate Rep on Council, Council Rep on Library Committee.

d) Other - Rector's Lifelong Learning Task Group, Rector's Distance Education and Resource Based Learning Task Group, Rector's Continuing Professional Education Task Group, UWC Worker's College, UWC Savings and Credit Cooperative, UWC Academic Staff Association, Joint Bargaining Forum, Vice-Rector's Advisory Committee, Provident Fund Board, Women and Gender Programme Review Task Team, Teaching Portfolios working party; Rectorate Liaison Meeting, Bargaining Forum, International Relations Head Selection Committee.

CACE staff served on the following adult education-related organisations and committees : Association for the Adult and Continuing Education (AACE), the Adult Educators and Trainers Association of South Africa (AETASA), Western Cape Province Adult Education and Training Advisory Committee, ABET National Stakeholders Forum, Association of Tertiary-based Adult Educators and Trainers (ATBAE), National Training Board Working Committee 10, National Literacy Cooperation (NLC), Adult Learners Week Management Committee, Standards Setting Task Group, Gender Trainers Network, National Access Consortium, Further Education Commission's Reference Group, Sivuyile Technical College, Supervisory Committee of the South African Savings and Credit Cooperative League (SACCOL), Forum for African Woman Educationalists (FAWE), Rural Development Support Programme.

Funding

Funding has come from the following funders : the British Development Division of South Africa (BDDSA), the Charles Stewart Mott Foundation, Anglo American Chairman's Fund, Joint Education Trust, the Independent Development Trust, Steelworkers Humanities Fund, Swedish International Development Agency, Engen, Liberty Life, Students Services Council, the German Adult Education Association (DVV), Desmond Tutu Trust Fund. We are very appreciative of the ongoing support from the funders.

The university currently funds the posts of 3 lecturers, 1 professor and 1 administrative assistant. All other posts are funded privately. The accounting function has been coordinated by Steven Kemp who has worked closely with the UWC Finance Department.

We wish to thank our funders for their continuing support and Andre de Wet, Registrar of Finance, and his staff for their cooperation during the year.

PROFESSIONAL TRAINING OF ADULT EDUCATORS AND TRAINERS

The importance of the professional development of adult educators and trainers has been emphasised by the recognition of ABET and human resource development (HRD) as part of the reconstruction and development of the country. National and provincial plans are being developed for systematic delivery with the Multi-Year ABET Plan of the National Department having been accepted late in 1997. At the same time there is financial pressure on the Department of Education.

In the Northern Cape Province (NCP) we have a formal partnership with the Ministry and Department of Education and Culture. The MEC, Ms Tina Joemat, the deputy director-general Dr Zodwa Dlamini, and their staff, particularly Ms Melitha Mohlala, have invested a great deal of creative energy in maintaining the partnership and in the professional development of ABET practitioners. We value these cooperative relationships very much. In addition there have been discussions with the University of the North's Dean of Education, Mr Makgwana Rampedi, and Dr Jacques Zeelen from University of Groningen, Netherlands, to explore exchange of expertise in this area.

Both the Certificate and Advanced Diploma programmes have been delivered in the NCP from 1996. We have an office based at the Kimberley Teachers Centre and are appreciative of the support received from the staff of the Centre, particularly the Director, Mr Leon de Vries and the librarian, Ms Marianne Greyling.

With regard to accreditation on the NQF, we are tracking the developing Education Training Development Practitioner (ETDP) unit standards for ABET Facilitators which provide a starting point for a practitioner in the field of adult education. We have developed a comparable outcomes-based course specification for the Certificate course. Co-ordination with the national accreditation process is therefore under way. The full integration of the Certiificate course as part of a higher education professional programme is being pursued parallel to SAQA processes.

Jonathan Geidt and Johanna Stoffels a long standing tutor and Mayoress of Hopefiled.

Nationally there are attempts to streamline the professional development of adult educators and trainers. Practitioners are organising themselves through the Adult Education and Training Association of South Africa (AETASA). CACE staff members have been actively involved in these processes.

ADVANCED DIPLOMA COURSES FOR EDUCATORS OF ADULTS

The Advanced Diploma is a two year, in-service training course for educators, trainers and development practitioners. It is open to students with a degree or equivalent qualification. CACE offered the first Advanced Diploma course in 1989. In 1997, the 5th course was completed and at the same time the 6th course held its first year.

CACE started the Advanced Diploma in the time of social and political crisis which preceded transition to the new constitution. The majority of students came from community, political, church and service organisations which worked within the broad democratic movement. The curriculum addressed many concerns about educational work in this context and emphasised theories and practices of adult education within social movements. The last few years have seen enormous changes in the social and political context. There have been changes in the role of non-governmental organisations, in the possibility of collaboration with the state for development work, in the leadership offered by the reconstituted industrial training sector, and in the development of policy for a national adult education and training system.

We have continually developed the curriculum in order to reflect these contextual changes, for example by updating students about outcomes based education and the National Qualifications System. At the same time we have shifted from a predominantly campus- based and face-to-face mode of delivery to a predominantly distance one which combines face-to-face tuition, resource-based-learning and distance support in order to extend our work to a wider range of students.

The Advanced Diploma in the Northern Cape

1997 marks the end of the first phase of this shift as we celebrate completion of the course by 18 students from the Northern Cape with whom we initiated the first distance education Advanced Diploma course in 1996. 23 students began the second year and their engagement in the course has been characterised by high levels of enthusiasm and commitment. Attendance, punctuality and intensity of work have been high despite enormous difficulties of distance and communication, not least that none of the students was from an English first language background. We met with students for five study sessions which were devoted to teaching, student presentations and examinations. We taught two semester courses during the year. Zelda Groener taught 'Adult Education and Training in Transition: Transforming Policy, Transforming Society' in the first semester. Zelda developed a course book for this course which was piloted for the first time. In the second semester Roy Crowder taught the course, 'Your Organisation, Your Role', in which students analysed the role they occupy and the organisation in which they work.

During this year students seemed to find the experience of distance education somewhat easier and were more adept at using course books. Providing distance tutoring and support for students remains an area of concern. While the telephone is a most useful way of providing support for students, many of them do not have access to this service. We are hoping that the students who have successfully completed the course could serve

as volunteer tutors for the next cohort of students. In addition, we shall encourage the formation of study groups which could be coordinated by students themselves.

Zelda Groener was the course coordinator for the Advanced Diploma Course in the Northern Cape. As the training coordinator, Hayley Swartland provided support in the Northern Cape.

The Advanced Diploma in the Western Cape

The 6th Advanced Diploma course began in the Western Cape in February with 31 students. The students have worked with the same distance learning materials as were developed for our work in the Northern Cape. They met on campus on a monthly basis for introduction and feedback sessions to guide them through the materials for the ABET and the 'Transforming Policy, Transforming Society' courses led by Roy Crowder and Zelda Groener respectively. Both courses are very demanding in different ways. The ABET course requires each student to engage with an ABET providing organisation and complete a series of very full analytical studies of its work in order to ground the theoretical aspects of the course. The Policy course requires a close study of the policy context of the last few years with reading of original policy documents within an understanding of competing economic and development paradigms. The shift to the distance mode of course delivery coupled with the heavy work load has made it more difficult than in previous years for students to complete the work in time. We need to develop more explicit ways of keeping contact, motivating and monitoring student work which were more implicit outcomes of the previous face to face mode.

Roy Crowder was the course coordinator for the Western Cape and overall programme coordinator. Administrative support for both the Western and Northern Cape courses was provided by Nonkonzo Martins.

The course in the current context

A stimulating feature of both courses has been the involvement of Education Department representatives in some sessions. The contact has been greater in the Northern Cape as a result of the partnership agreement. But in both courses it has proved very valuable for students to be faced with the difficult realities with which the departments are grappling in providing adult education and training in a time of increased expectations and diminished resources. CACE has made strenuous efforts, particularly through the liaison work of Shirley Walters and Zelda Groener, to place our distance training work on a sustainable footing so that ABET work in the province can be effectively supported. The latest development for 1998 is to foster a multi-sectoral approach in the Northern Cape so that departments other than education can see themselves as engaged in and supporting adult education and training. Both these developments involve an enormous investment of staff time in supporting the respective departments and in developing proposals for the projects. Although this kind of external proposal development and liaison work is increasingly prevalent in the university, most academics are still not faced with such demands and it is often difficult to communicate an understanding of what is involved.

CERTIFICATE FOR EDUCATORS OF ADULTS

The fifth cycle of the Certificate Course for Educators of Adults was completed with support from a range of funders who include BDDSA, Mott, IDT, JET, DVV, SSC and Engen. Since August, CACE has been negotiating linkage partner status with the National Access Consortium Western Cape (NACWC) and this has now been confirmed. This will enable the Certificate to take on substantially more students from the rural parts of the Western Cape.

The programme, which is offered to adults at the interface between further and higher education, was presented in the Western and Northern Cape Provinces. Adults with organisational experience and Standard 8 - 10 qualifications are admitted to the course. Since 1988 when CACE delivered the course for the first time, CACE has trained approximately 200 adult educators; this year, a further 94 are able to join the profession. The profile of the 1996/7 student body is as follows:

Western Cape Province

Of the 63 students who passed their first year, 60 registered for second year. Of them 35 are women and 25 are men. More than 50% of the students had Std 10 qualifications, while 30% had Standard 8 or less. Twenty-three percent of the students live in the platteland areas of the Western Cape. The majority of students from outside of Cape Town have Afrikaans as their first language, while one third of those from Cape Town are first language Xhosa speakers. The remaining students have English, Afrikaans and other African languages as their first languages.

During 1997, 52 students remained actively engaged with their studies and 45 have succeeded in the Certificate and will graduate in March 1998. This constitutes a 62% success rate for the second year of study and a 70% completion rate based on the original registration numbers of 71 students.

Northern Cape Province

Of the 57 students who passed their first year, 56 registered for second year. Of them 36 are women and 14 are men. In the Northern Cape, 28 students have Afrikaans as their first language, while the remaining 22 students are first language Xhosa or Setswana speakers. The students were geographically centred around four towns as indicated below:

The numbers of students who started their second year are as follows:

Kimberley region	– 20	Upington region	– 8
De Aar region	– 13	Springbok region	– 13

During 1997, 54 students remained actively engaged with their studies and 50 have succeeded in the Certificate and will graduate in March 1998. This constitutes an 89% success rate for the second year of study and a 65% completion rate based on the original registration numbers of 77 students.

In completing the Certificate, participants have gained access to generic adult education knowledge, understanding and skills. In addition, the course has served as a means for the participants to return to study, providing the students with the basics of academic study, opportunities for

personal growth and increased self-confidence and therefore the possibility of continuing their education or training in the future.

Many of these graduates are employed in a range of organisations, in contexts like Adult Basic Education and Training (ABET), welfare, church, industry, trade unions and Advice Offices.

The Certificate course in action

The second year of study was presented according to the well-tried model of five Study Weekends held at regular intervals across the year at both the University of the Western Cape and at the Teachers Centre in Kimberley. This was supported by more frequent tutor-led Study Group meetings closer to the students' own home environments.

Teaching and learning took place primarily through distance education materials. The materials for 1997 were all newly developed, and were available in both English and Afrikaans.

Over Study Weekends, the rurally-based students were subsidised in travelling to Cape Town and Kimberley and assisted with accomodation. During the face-to-face sessions, students were introduced to their courses and study materials, familiarised with the course requirements and assisted with Study Skills. Substantial time was spent clarifying difficult concepts for students this year, as this was noted to have been a point of difficulty. Group discussion played a very important role over these weekends, offering students a chance to interact with other points of view.

A series of workshops on Race, Class, Gender and Culture issues were run with the help of Tony Sardien. This series of workshops has been developed to help students to address these issues within their own communities, and also to strengthen their use of a range of popular education methods and techniques.

These workshops meshed well with the *Contextual Studies* course.

The new Contextual Studies course, co-ordinated by Nomvuyo Dayile, has aroused considerable interest amongst students. The course takes a sociological approach and explores issues which may affect adult educators in the community contexts in which they work.

Research Methods, co-ordinated by Jonathan Geidt, was run for the full duration of 1997; it is a carefully paced course which introduces students to basic research methods including book research, interviewing skills, participant observation and questionnaire construction. Research projects on a wide range of topics, often linked to students' everyday contexts, were undertaken.

Students were required to present their research proposals and final reports on word-processors, which provided them with the incentive to develop these skills through computer training sessions held over Study Weekends. Students showed much enthusiasm and substantial progress was made although in rural towns, the lack of equipment prevented students from practising their skills. CACE loaned one computer with a word-processing

programme to the public library in Paballello, Upington for the use of six of the Certificate students.

A new module on community development and ABET was developed for 1997. Called Education for Development, it was written by Lucy Alexander and Nomvuyo Dayile assisted by Caroline Kerfoot and Mthobeli Tengimfeni. The emphasis of the course is on integrating community development strategies within the current ABET context. As part of the course, CACE obtained permission from the Centre for International Education, University of Massachusetts to use their Whole Language manual which provides a flexible, developmental and therefore sustainable approach to literacy. The course required completion of two assignments, both of which involved direct interaction with ABET learners and centres. A discussion session with past students will be held next year in order to evaluate the course.

Judith Marshall, Steelworkers Humanity Fund, Hayley Swartland and Nomvuyo Dayile at a Tutor Training session

Student Support

Study groups supported by tutors continued to be an effective method of support for students, although not all students take advantage of this facility.

In the Western Cape, all but one of the tutors from 1996 remained with us in 1997. Ms Raeefah Behardien took the place of Mr Alfred Seabe. The other tutors in 1997 were Ms Anthea Nefdt, Ms June Roodt-Saldahna, Ms Funeka Loza, Ms Rachel Balie, Mrs Johannna Stoffels, and Mr Tom Johnson. The last two of these tutors serve the West coast and Southern Cape areas respectively. In July 1997 Ms Funeka Loza had the opportunity to travel to Germany and co-present a paper with Shirley Walters at the Unesco Conference in July 1997, which drew on the Certificate experiences,

In the Northern Cape, we appointed four new tutors, Mr Alvin Matthee, former Principal of Carnavon Secondary School, Mr Xolile Jack of Hanover who supported students in Hanover and Noupoort, Mr Benedick Brand from Aughrabies who regrettably withdrew from the programme in July, and Mr Edward Mokgatlhe from Kimberley who provides students in the Kimberley area with tutoring in Setswana. The Training Co-ordinator, Ms Hayley Swartland also provided tutoring in Kimberley, as did Mr Don Ramah who has been with us since 1996. In addition, Mrs Johanna Stoffels, CACE's most experienced tutor accompanied staff to the Northern Cape Study Weekends and provided tutor support to the students.

As part of their studies, students met regularly in groups of between 3 - 14 with their tutors. Tutors are involved in a range of strategies to assist students in working through their materials, preparing assignments, giving peer support to other students, developing study skills, and following up and motivating potential drop-outs. Across the year, there has been considerable improvement in student work. Credit is given to the tutors for the part they have played in this process.

Tutor-capacity building

All tutors who work on the CACE Certificate course are recruited for their adult education experience and many of them have completed the Certificate course or the Advanced Diploma for Educators of Adults. The tutors attended three workshops across the year which provided induction to new courses, business meetings and training. The tutor group and their training is co-ordinated by Jonathan Geidt.

Because of the number of newly recruited tutors in the Northern Cape, a two-day tutor training session was added onto the Study Weekend in March. The workshop helped to acquaint new tutors with their role, but also provided CACE with information on the problems which adult learners experience in their communities.

The second workshop which was held in conjunction with tutors from the Western Cape and included input from UWC's Academic Development Centre on developing students' writing skills. In addition, many of the tutors were able to attend a session on using computers at the university computer centre.

The final session for both tutors from the Northern and Western Cape, included planning for 1998, and substantial evaluation of the 1997 course. Plans are being made to certificate tutors for the training they undergo in the course of their work.

Staffing

Ms Lucy Alexander acted as the Co-ordinator of the Certificate Course, and Ms Nomvuyo Dayile and Mr Jonathan Geidt as Adult Educators. Ms Hayley Swartland acted as Training Co-ordinator in the Northern Cape and liaised with Ms Suheimah Towfie, Administrator of the Certificate at the CACE offices. In addition Mr Tony Sardien and Mr Natheem Hendricks of CACE and Mr Mthobeli Tengimfeni acted as visiting lecturers over Study Weekends.

THE B.ED MODULE ON ADULT AND CONTINUING EDUCATION

91 students took the course with 85 completing successfully. Student numbers more than double over 1996. Judging from the attendance figures and assignment marks there were high levels of commitment from students, many of whom study part-time. An evaluation of the course suggests that

the course was largely successful in achieving its aims. There seems to be an increasing interest from B.Ed candidates in adult education and this will be taken into account in the review and restructuring of the Faculty's entire B.Ed programme.

The course was coordinated by Jonathan Geidt and taught by Roy Crowder, Jonathan Geidt and Natheem Hendricks.

MASTERS IN ADULT EDUCATION, TRAINING AND DEVELOPMENT

As part of the BDDSA's support to the NCP and to ABET, funds have been allocated for the development of a distance education masters course thus allowing successful graduates of the Advanced Diploma to study further. With the opening up of adult education nationally, there are a layer of people in the newly created ABET (sub)directorates, in middle management positions in adult education and further education organisations, both in the NCP and elsewhere, who require higher level training.

In March 1997 Louise Vale began work at 50% time to assist Shirley Walters, overall convenor, with the coordination of the course's development. They formed the Masters Task Group together with Zelda Groener, Joe Samuels, Jonathan Geidt and Roy Crowder and this group met regularly to debate questions about curricula, shape and form of the course. Useful meetings were held with other colleagues in the Faculty of Education, School of Government, and Public Health Programme about possibilities for collaboration. A survey of similar courses in the university, the country and internationally was undertaken in order to see how we could potentially utilise these. Ronnie Simons assisted with a national audience survey. This has given us a useful overview of potential students and their needs. The course will be ready for delivery from 1999.

SUPERVISION AND EXTERNAL EXAMINING

Roy Crowder was Chief Examiner for IEB (Independent Examination Board) examination for ASECA (A Secondary Curriculum for Adults) Integrated Social Studies Course Level 5 and examiner for the Advanced Diploma for Educators of Adults at the University of Cape Town. Joe Samuels was external examiner for the Diploma in Adult Education, University of Natal (Pietermaritzburg). Shirley Walters was external examiner for the Department of Adult Education, University of Zimbabwe.

One thesis masters student and one doctoral student are being supervised by Roy Crowder and Shirley Walters respectively. A masters student, Margie Bertrand, from Canada successfully completed her degree after spending six months with Shirley Walters as supervisor.

CONTINUING EDUCATION PROGRAMME (CEP)

The CEP is responsible for continuing education and training of community-based and other adult educators and trainers. This involves:

- Provision of non-formal education workshops
- Development of training handbooks and other publications
- Provision of seminars
- Consultations
- Networking with Practitioners and their organizations locally, nationally and internationally
- Provision of educational support and resources through the CACE Resource Centre and computer training and support services

There were a number of areas of focus in 1997 namely: outcomes-based education and training, anti-racism and anti-sexism training, computer training support and networking, lobbying and adult education policy work. It was a busy year with over 50 workshops and seminars being run provincially and nationally which reached more than 1000 learners.

The full-time staff were Joe Samuels, as overall coordinator until the end of October; Natheem Hendricks, as a specialist in outcomes-based education and training (OBET) and acting coordinator from November; Tony Sardien as a specialist in the 'race', class, gender and culture training; David Kapp as computer networker and trainer; Albert Ntunja as Resource Centre coordinator and Elizabeth Schutter as administrator.

Building AETASA

CACE has given strong support to the Association for Adult Educators and Trainers of South Africa (AETASA) since its inception through the active leadership of Joe Samuels. We have done so because the professional organisation of the field is a crucial element in the development of adult education in South Africa.

During the last year funding has been raised for AETASA for the next three years. A national office has been set up with the employment of a National Programmes Coordinator and a National Administrator. The AETASA Office was officially opened in June 1997 in Johannesburg. Through a partnership between the National Access Consortium Western Cape and AETASA a National Adult Learners' Week Coordinator was employed. A national Adult Learners' Week National Office has been set up in partnership with the NACWC at Leaf College Campus.

Joe Samuels is currently the AETASA chairperson and is serving on the ALW'98 management committee. Capacity building workshops were held in three provinces to bring practitioners together and to develop the necessary skills to write standards. The first Annual Practitioners' Conference of AETASA was held from 1-3 December 1997 in Bloemfontein, with the theme *"Adult Educators and Trainers Making their Voices Heard"*, and this was attended by about 190 participants.

CEP

An AETASA newsletter, Practitioner Talk, was developed and two editions published. Joe Samuels and Natheem Hendricks serve on the Editorial Committee. Tony Sardien has been serving as an AETASA Representative on the Special Education Commission.

The ALW'97 was successfully implemented in March 1997. The South African ALW, together with those held in Britain and elsewhere, gave important impetus to a resolution adopted at the Unesco Conference in July 1997 in support of ALW. Delegates from other African countries will be hosted at ALW '98 in order to learn from and be inspired by the experience. Plans are afoot to develop longer-term partnerships with key stakeholders such as the Departments of Labour and Education in order to secure its national impact and sustainability.

Building outcomes-based education capacity

Outcomes-based education and training (OBET) has been adopted as policy nationally. CACE set up an OBET project with support from the AAC Chairman's Fund to educate and train adult educators in the new approaches. Natheem Hendricks has coordinated the work. A number of workshops (12), seminars (3) and talks (3) have been organized for CACE staff, other UWC staff and adult educators more broadly. Apart from the numerous workshops and seminars that were delivered the project set out to raise half of its expenditure through income generating activities. To date about R120 000 has been raised through the winning of tenders and selling services to organizations. The biggest tender was for curriculum training for 350 adult educators in the Western Cape Education Department and CACE worked with USWE on this. Another was to train 90 AETASA members in standard generation and accreditation of prior learning. In addition, a range of consultations occurred on request.

Race, Class, Gender and Culture Project

There were three main areas of work which were carried out with the support of the Steelworkers Humanity Fund :

1. The development and delivery of a 'Training for Transitions Course'
2. The integration of RCGC in the Advanced Diploma and Certificate Courses
3. Consultations, workshops, seminars and networking

1. Training for Transition Course

During this year the gender and anti-racism work was consolidated into a term long, distance education course. The print materials include a course manual and a set of readings and are designed to be supported by limited face-to-face support. An outcomes framework was developed for the course that conforms to the present national guidelines

Thirty-three applicants registered. There were 10 students from the Northern Cape, 2 from the Eastern Cape, 3 from Gauteng, 1 from the

CEP

Northern Province and 17 from the Western Cape. There were 22 women and 11 men. Students were from the following sectors: Early Childhood Education, secondary schools, parastatals, teacher training organizations, women's organizations, provincial government gender structures, women's leadership development NGO's. The course included one orientation session, two face-to-face workshops, telephone tutorials, and written assignments. Sessions were held in Cape Town and Kimberly.

2. Integration of RCGC in the CACE Courses.

There has been a conscious effort to ensure that the innovative work being developed on RCGC is fully integrated into CACE's formal courses. In 1997 there was a particular focus on the Certificate through the presentation of a workshop series during the study weekends. The following topics were covered in the workshop series: Personal identity; the Roots of Racism; the role of language in the maintenance of gender stereotypes; Culture. Through the workshops students were able to explore in more detail the dynamics within the class itself.

3. Consultations, workshops, seminars and networking

Ten specially designed workshops were run on request for a range of organisations within civil society and two seminars were organised. Consultations occurred in an ongoing way on request. Government departments, NGOs, university structures were amongst those to use CACE's services.

Participants at an OBET Workshop

Tony Sardien also worked closely with the Deaf Community in the improvement of their literacy programme. The move to working with physically challenged practitioners was a significant development within the RCGC project.

Active collaboration with gender and anti-racism organisations occurred, particularly the Gender Education and Training Network (GETNET) which is coordinated by Pethu Serote who worked for CACE previously. There is a new antiracist educators network in formation.

Computer Training, Support & Information

CEP

David Kapp conducted workshops and training sessions particularly for staff in the Department of Education in the NCP and at CACE. A number of consultations occurred on request.

The CACE Resource Centre

The year started with a Micro-Computer Workshop for library managers. Twenty seven librarians from all the provinces attended the workshop. The workshop was the first of its kind in South Africa under the auspices of IFLA. A report of the proceedings of the workshop was produced and requests from as far as Saudi Arabia and Sri Lanka have been received.

We had three student assistants in the Resource Centre this year employed from the workstudy budget. They were Ivy Senne, Vumile Hlatshwayo and Vuyokazi Jezile. The practice has been, where possible, to employ second year library science students and retain them until their final year. This has helped in reinforcing their training and gaining confidence in helping users. There performance was evaluated twice during the year. There were three fieldwork students from the University of Cape Town. They were Nomazizi Makalima, Wendy Bonkolo and Simphiwe Yako.

There was stocktaking in June this year and a couple of books could not be found on the shelves. New books to the value of R23 000 have been ordered this year.A new computer database was also installed.

The Resource Centre has issued approximately 350 books this year to students and 90 books to CACE staff. This does not include the many students who use it as a reference library. Several NGOs and students from other higher education institutions in the region have used the facility.

In Kimberley CACE books that were housed at Perseverance College of Education were removed to the Teachers Centre. For the use of CACE students, there have been books housed at the Noupoort Public Library, Upington Public Library and Teacher Centre. These are now being consolidated at the Teachers Centre.

CACE Publications

Books produced by CACE have continued to sell well, both locally and internationally. We have had unsolicited positive feedback on our books from adult educators in countries around the world. They have been reviewed and advertised in a wide range of journals and magazines. Shirley Walters, as author of two of the books, was interviewed for the radio stations SA fm, Soweto Community Radio, Fine Music Radio, Radio Lotus.

One new publication was co-published with ZED Books and edited by Shirley Walters, "Globalisation, Adult Education and Training: Impacts and Issues". This was launched at the Scutrea Conference, University of London, and the Unesco Conference in Hamburg, Germany, in July 1997. It is the first book in a new series, Global Perspectives on Adult Education and Training.

INTERNATIONAL LINKS

Important contacts were made or maintained with adult educators from various parts of the world through visits to CACE, through staff travelling elsewhere, or through the active electronic networking undertaken particularly by David Kapp.

A major focus of adult educators attention during the year was the 5th International Conference on Adult Education, Hamburg, Germany, 14-18 July 1997. About every twelve years a Unesco conference is held on adult education. In preparation for this event there are many preparatory conferences and meetings around the world. Joe Samuels and Shirley Walters were involved in several of these and they participated in meetings in South Africa in order to prepare for the conference. Joe Samuels was a member of the official South African delegation. Shirley Walters was invited to present in two of the theme groups and Joe in one.

There were several international visitors to CACE. These included Marc-Laurent Hazoume from UNESCO Institute for Education. Wolfgang Leumer from the German Association of Adult Education (DVV) Institute for International Cooperation. CACE hosted a seminar for the participants of the Feminist Leadership Conference with participants from a wide range of countries.

Professor Jane Dickie was on sabbatical from Hope College, Michigan, USA, for six months until March 1997.

Exchanges/Linkages

CACE has a linkage programme with the Steelworkers Humanity Fund in Canada. As part of this, Nomvuyo Dayile visited Toronto from late December 1997 for three weeks. She was exposed to anti-racist and anti-sexist educational methodologies in NGO, trade union and university contexts. Judith Marshall visited CACE in October 1997.

International Visits

In addition to the exchange visits, the following visits were made by CACE staff. Jonathan Geidt visited England. Shirley Walters attended conferences in Thailand, England, and Germany. She visited Zimbabwe for external examining. Joe Samuels attended the conference in Germany. Lucy Alexander attended a workshop in Namibia.

From Africa, Catherine Odora-Hoppers, David Macharia and Shirley Walters with colleagues in Hamburg

RESEARCH THRUST AREAS

Following from the mission of CACE key areas of research are :

1. Professional Development of Adult Educators, Trainers and Development Practitioners
2. Adult education and development within local, national, regional and global contexts
3. Adult education within higher education

There are certain projects underway or in the pipeline for 1998. These are :

The NQF and the Certificate for Educators of Adults course

The Certificate for Educators of Adults course is being developed within a volatile and changing context, affected by national developments relating to ABET, the institutionalisation of outcomes-based education and the National Qualifications Framework, and the new higher education environment. This research project proposes to examine the Certificate level qualification for adult educators within the framework of the ETDP model, and to reshape it in terms of emergent needs. It is proposed that it be inter-university, incorporating input from all deliverers of national certificates in adult education. It is proposed that the following questions be addressed: what roles do ETDPs play in the contexts of under-resourced urban and rural communities, industry and government departments; what capacities, abilities, knowledge, attitudes and skills are required by ETDPs at Certificate level; what form of curriculum could serve the diversity of needs of this sector?

Curricula and materials development for the CACE course will be impacted by the research and will continue to advance accordingly.

Course and curriculum development for a masters programme for ETDPs

There are very few distance education coursework masters for ETDPs in South Africa. A survey amongst practitioners reveals that there is a need for such a programme that can be accessed nationally. This research sets out to develop in 1998 a pilot course to be offered in 1999.

Adult Education and Development: Changing Conceptions

Since the election of a democratic government in 1994, South Africa has entered into a variety of multi-lateral and bilateral agreements with several foreign governments and international agencies. Through these agreements, these international forces have been instrumental in shaping and re-shaping notions of development. This research project will investigate the changing conceptions of development by examining selected agreements and by conducting interviews with selected international agencies. Where possible, the investigation will include a focus on the relationship between adult education, training and development. Where this is not possible, this investigation will make inferences about the implications of the changing notions of development for adult education and training policies and practices. This research builds on that done by Zelda Groener in her doctoral dissertation.

An integrated approach to adult basic education, training and development

ABET has been highlighted as a key area to attain redress and equity in democratic South Africa. The reality is though that few resources have been made available by the government to the Education Departments nationally and provincially to begin to make inroads. Working with the Provincial Government in the Northern Cape

Province, CACE staff are delivering professional training courses for ABET practitioners. These practitioners come from different sectors in government, civil society and from business. This research project investigates the feasibility of achieving an integrated approach to ABET at a provincial level through delivery of the programme, interaction with students, local structures and officials. This will be a collaborative research project with ABET practitioners in the Province, officials in government and CACE staff. Research papers will result which will serve at academic and practitioner fora.

Lifelong Learning and Higher Education

Lifelong learning is a key concept within the current South African educational policy discourse. This research aims to understand and develop the concept in order that the quality of teaching and learning can be impacted and the role of the university in contributing to democratization can be enhanced.

The research will analyse the role of the university and lifelong learning in the current conjuncture. It will problematise lifelong learning within the global, regional and local contexts and will explore what LLL can contribute to greater equity and to the democratization of knowledge.The three areas which have been identified as pivotal relate to the introduction of resource-based learning/distance education, the development of continuing education and community service at UWC. Each of these areas will be elaborated into collaborative action research projects which include the establishment of pilot projects in order to investigate possibilities for LLL at UWC and amongst other universities.

This research builds on that done during 1997 under the convenorship of Shirley Walters and which produced three reports, *An overview of distance education and resource-based learning initiatives at UWC* by SAIDE, *Continuing Professional Education at UWC - Survey Results*, and *Lifelong Learning at UWC by 2001*.

Staff Research for Higher Degrees

Lucy Alexander is completing her thesis for an M Phil degree through the Dept of Adult Education and Extra-Mural Studies, University of Cape Town on *Edward Roux's construction of adult learners' needs in his education interventions of the 1940s: is there continuing relevance for ABET today?*

Zelda Groener was awarded her doctorate from the Universtiy of California (UCLA) and her thesis was entitled *Adult Education and Training in the South African Transition: A Study of Policymaking*.

Editorial Committees

Joe Samuels serves on Convergence, journal of the International Council for Adult Education, Toronto, Canada. Natheem Hendricks and Joe Samuels serve on the Editorial Board of the Practitioner Talk, the AETASA Newsletter. Shirley Walters serves on the International Journal of Lifelong Education, Taylor and Francis Publishers, United Kingdom, Studies in Continuing Education, Sydney, Australia, and on the Zed Books Series, Global Perspectives on Adult Education and Training.

DRAFT FINANCIAL STATEMENT

DRAFT

CENTRE FOR ADULT AND CONTINUING EDUCATION

Income and Expenditure Statement: 1 January - 31 December 1997

DRAFT

	NCCD	G.F	W.C.C	N.F.E	NC SET UP	NETWORKING	CONF.	TOTAL
	R	R	R	R	R	R	R	R
INCOME	1,199,264.31	38,848.76	271,664.56	188,677.67	0.00	110,000.00	0.00	1,854,918.30
LIBERTY LIFE			20,000.00					20,000.00
SSC								0.00
DEUTSCHE VOLKSOCHSCHAL			150,000.00					150,000.00
I.D.T								0.00
SIDA	423,728.81							423,728.81
ENGEN	20,000.00							20,000.00
KAGISO			21,000.00					21,000.00
TRANSFERS								0.00
STUDENT FEES		19,342.00					0.00	19,342.00
REFRESHER COURSE		36,341.26						36,341.26
MOTT FOUNDATION	346,875.00							346,875.00
SUNDRY INCOME		13,991.80						13,991.80
STEELWORKERS HUMANITY				188,677.67				188,677.67
JET	288,000.00							288,000.00
IFLA			80,664.56					80,664.56
ODA	120,660.50							120,660.50
PUBLICATIONS		15,636.70						15,636.70
ANGLO						110,000.00		110,000.00
SERVICES RENDERED		19,504.00						19,504.00
INCOME FROM TENDERS		34,033.00						34,033.00
								0.00
								0.00
EXPENDITURE	1,118,130.42	134,055.79	226,592.07	184,294.27	185,144.54	181,349.18	0.00	2,137,552.35
CLOSING BALANCE FOR PERIOD	81,133.89	4,792.97	45,072.49	4,383.40	*185,144.54)	(71,349.18)	0.00	(229,097.05)
OPENING BALANCE AT BEGINNING OF PERIOD	328,978.87	1,263,078.87	263,638.31	58,051.39	185,144.54	(74,330.91)	49,539.84	2,182,086.99
CLOSING BALANCE AT END OF PERIOD	410,112.76	1,267,871.84	308,710.00	62,434.79	0.00	(145,680.09)	49,539.84	1,952,989.94

CONFERENCES & WORKSHOPS ATTENDED

Writing Learning Outcomes for Learning Programmes on 17-18 March 1997 at CACE, UWC, Bellville, facilitated by Natheem Hendricks.

Assessment strategies for outcomes-based programmes on 28-29 April 1997 at CACE, facilitated by Natheem Hendricks.

Outcome-Based Education, Training and Curriculum Design on 27-28 May 1997 facilitated by Natheem Hendricks Standard Generation for Art Educators in Gauteng facilitated by Natheem Hendricks.

Assessment and Teaching using the outcomes approach for the Workers Research and Information Project in Braamfontein facilitated by Natheem Hendricks.

Standard Generation and the National Qualification Framework for Forum for the Advancement of Adult Education Johannesburg (date unknown) facilitated by Natheem Hendricks.

Designing curricula for the Curriculum Development Project Johannesburg (date unknown) facilitated by Natheem Hendricks.

Developing materials conforming to outcomes principles, Peninsula Technikon (date unknown) facilitated by Natheem Hendricks and Lucy Alexander.

Outcome-Based Education, Training and Curriculum Design facilitated by Natheem Hendricks 22-27 September 1997 in Cape Town at the Grassroots Adult Education Trust for Western Cape, Northern Cape and Freestate participants; 13 - 18 October 1997 in Pretoria at the Boitumelo Training Centre for Gauteng, North West and Northern Province participants , 27 October 1997 - 1 November 1997 in Port Elizabeth at the St.Joseph's Pastoral Training Centre for Kwazulu-Natal and Eastern Cape participants.

Seminar by Henry Macintosh, *Assessment and Outcomes* was held at the CACE Seminar Room on 9 June 1997 and attended by several staff.

Seminar by Prof. Smyth, *The (ir)relevance of outcomes-based education* at CACE Seminar Room on 7 February 1997 was attended by several staff.

Seminar on *The Outcomes Debate* by Roy Crowder, Juliana Smith and Jeanne Gamble, was held at the CACE Seminar Room on 30 May 1997 and attended by several staff.

CACE in association with AETASA and AACE organized two preparatory workshops for the Hamburg Conference in April and May 1997 held at the CACE Seminar room, UWC, Bellville and attended by several CACE staff.

Consultative workshop on *the Draft Standards for ABET Practitioners* on 24 May 1997 in Beaufort West was facilitated by Joe Samuels.

Consultative workshop on the *Draft Standards for ABET Practitioners* on 31 May 1997 at the CACE Seminar Room, Bellville was facilitated by Joe Samuels and Natheem Hendricks.

Consultative workshop on the *Draft Standards for ABET Practitioners* on 12 June 1997 at the East London Teachers Centre, East London, was facilitated by Joe Samuels and Natheem Hendricks.

Consultative workshop on the *Draft Standards for ABET Practitioners* on 19 June 1997 at the Kimberley Teachers Centre, Kimberley, was facilitated by Joe Samuels.

Workshop on *Gender sensitivity and gender roles* for the University of Western Cape's Religious Students' Council was facilitated by Tony Sardien.

Integrated awareness of gender and anti-racism workshop for the Workers' College Foundation Course, UWC, was facilitated by Tony Sardien.

Social roles of qualifications and the National Qualifications Framework workshop for University of Cape Town's Adult Education Certificate students was co-facilitated by Tony Sardien and Natheem Hendricks.

Exploring the gender, class and cultural aspects of computer technology workshop for the Skills Training and Employment Centre (Stec) was facilitated by Tony Sardien.

Multiculturalism workshop for the Sivuyile Technical College was facilitated by Tony Sardien on 30 July 1997.

Racism and gender oppression facilitated by Tony Sardien at the Workers' College Foundation Course on 1 September 1997.

Conflict resolution and its relationship to gender, race and class relations at the Workers' College Foundation Course on 9 September was facilitated by Tony Sardien.

Seminar on *Feminist Leadership* was held at CACE on 22 September 1997 and attended by a number of CACE staff.

Drama in Education Course was organised by Tony Sardien and Elizabeth Schutter during March and May 1997.

Workshop on gender roles, gender conditioning and the gender analysis of the community was co-facilitated by Tony Sardien in Prince Alfred Hamlet.

AETASA Annual General Meeting (AGM) which was held on Thursday 30 January was chaired by Joe Samuels.

Launch of Curriculum 2005 at Parliament 23 April 1997 was attended by Joe Samuels.

Adult Learners' Week ceremony which was held on 7 March 1997 at Parliament, Cape Town, was co-

organised by Joe Samuels and attended by a number of CACE staff.

Workshop on Adult Education Legislation which was held by AETASA on 21 May 1997 in Johannesburg was chaired by Joe Samuels with a presentation by Shirley Walters.

Seminar presented by Bill Heap at UCT *The development of a language teacher-training course* for Ute speakers on 28 August 1997 was attended by Tony Sardien.

Open Forum on *The New Racism in the Western Cape - the role of gender activists*, convened by The World University Services and Agenda, was attended by Tony Sardien.

IMPD discussion on *Racism in a post apartheid South Africa* on 23 September 1997 was attended by Tony Sardien.

National Commission on Educational Support Services and the National Committee on *Special Needs in Education and Training's Education* for All Conference in Parow from 25 to 27 September 1997 was attended by Tony Sardien.

Workshop of the ABET National Stakeholders Forum from 28-29 January 1997, Johannesburg, organized by the Department of Education, was attended by Joe Samuels.

Association for Adult and Continuing Education (AACE) Annual General Meeting (AGM) on 5 April 1997 was attended by several CACE staff.

ABET National Conference organised by the Department of Education was held from 21-23 April 1997 and attended by Joe Samuels and Shirley Walters who both made presentations.

Seminar on *Professionalising Adult Education*, organized by the Eastern Cape Education Department on 22 May 1997 in Port Elizabeth, was attended by Zelda Groener, Joe Samuels and Shirley Walters who made a joint presentation.

Kenton-at-the-Gap Conference, Hermanus, 31 October - 2 November 1997, was attended by Lucy Alexander, Roy Crowder (also as member of organising committee), and Natheem Henricks.

Seminar on *Multilingual Education*, delivered T Skutnabb-Kangas and Robert Phillipson convened by PRAESA, University of Cape Town, 13 November 1997 was attended by Lucy Alexander, Nomvuyo Dayile and Natheem Hendricks.

International Workshop on *Affordable Communication Technologies for Non-Formal Distance Education and Development Communication*, organised by The Commonwealth of Learning held in Windhoek, Namibia, December 8-11 1997 was attended by Lucy Alexander.

Group Skills workshop, UCT Extramural Studies, July 1997; was presented by Roy Crowder.

Work Study Discussion Group, presented by David Sonnenberg of the London Tavistock Clinic, August and October 1997; was attended by Roy Crowder.

Meetings of *Unconscious at Work study group, Child and Family Clinic*, UCT, were attended by Roy Crowder.

On the SABC TV Programme Future Imperfect on *Tranformation in Higher Education* screened in January 1997 Shirley Walters was a panelist.

The Western Cape Provincial Education and Training Forum (WCPETF) AGM was chaired by Shirley Walters on 12 February 1997.

The ETDP Plenary was attended by Shirley Walters and Natheem Henricks in Pretoria on 6 February 1997.

The Harold Wolpe Memorial Trust Inaugural Conference on *Political Economy of Social Change* from 1 - 2 April 1997 was attended by Zelda Groener, Shirley Walters and Roy Crowder.

The launch of the Forum for African Women Educationalists (FAWE) on the 18 March 1997 at UCT was attended by Shirley Walters.

The seminar with Dr Bruce King on *Distance Education or Resource-Based Learning* held at UWC in June 1997 was chaired by Shirley Walters and also attended by Lucy Alexander, Natheem Henricks.

A Roundtable Discussion on Lifelong Learning at UWC was convened by Shirley Walters on behalf of the Rector on 17 September 1997.

A workshop of the ABET Council in the Northern Cape was attended on 10 October 1997 by Lucy Alexander, Zelda Groener, and Shirley Walters.

The *Twenty-Fifth Anniversary of St Francis Adult Education Centre*, Langa, was attended by Shirley Walters on 4 October 1997.

The seminar on *Political Economy and Globalisation* organised by SADEP at UWC from 20 - 24 October 1997 was attended by Shirley Walters.

A conference on *Qualitative Research in a Post-Modern Age*, University of South California, Los Angeles, USA, was attended by Zelda Groener in June 1997.

AETASA's First Annual Practitioners Conference was attended by Zelda Groener as a panelist, Hayley Swartland and Natheem Hendricks, Bloemfontein 1 - 3 December 1997.

The Standing Conference of *University Teaching and Research into Adult Education* (SCUTREA) was attended by Jonathan Geidt, who coordinated a workshop on Learning from Adult Education Research Projects, and Shirley Walters, in London UK in July 1997.

A conference on *Lifelong Learning: Rhetoric, Reality and Public Policy*, at the University of Surrey, was attended by Shirley Walters in July 1997.

A workshop on *Improving Project Performance and Networking Experience* organised by the BDDSA, 18 - 20 March 1997 in Pretoria, was attended by Hayley Swartland.

PAPERS, ARTICLES, BOOKS AND PRESENTATIONS

Geidt Jonathan

Using research processes to guide the transformation of computer-based learning in South Africa, a chapter in a book by UWC Faculty of Education and University of Edinburgh.(in press)

Groener Zelda

Adult education and training policy in South Africa 1990 - 1994. A study in policymaking. Doctoral dissertation, UCLA 1997.

Groener Zelda

Recognition of and strategies for promoting gender equity in ABET, presented at the Gender Equity Task Team Consultative Conference, Rustenburg 7 - 9 July 1997.

Ntunja Albert

Report on the Micro-computer Workshop, CACE Publications, Bellville 1997.

Samuels Joe

Adult Education and International Solidarity presented at the Unesco 5th International Conference on Adult Education, Hamburg, Germany, 14 - 18 July 1997.

Samuels Joe and Natheem Hendricks

The Construction of Qualifications: Demystifying the Generation of Standards at the Annual Conference of the Association for Tertiary-based Adult Educators (ATBAE) held from 8-10 August 1997 at the University of Port Elizabeth.

Samuels Joe and Natheem Hendricks

Standards Generation and the NQF: A Critical Reflection at the Annual Conference of the Kenton Association held from 31 October 1997 to 3 November 1997 at Hermanus.

Samuels Joe

Processes of the South African Qualification Authority to a Workshop of Arts Practitioners which was organized by the Community Arts Project on 24 October 1997.

Samuels Joe

Recent Developments in Adult Basic Education and Training on 17 September 1997 to Industrial Psychology Students at the University of Stellenbosch .

Samuels Joe

Adult Learning and the Role of Practitioners: Implications of the Hamburg Conference at the Practitioners and Supervisory Forum (PRASUFO) on 25 October 1997 at the Peninsula Technikon, Bellville.

Samuels Joe

Adult Learning within an international context: Reflections on some outcomes of the Hamburg Conference at the National Access Consortium Western Cape's Conference on *An Integrated Further Education System for South Africa* held on 23 September 1997 at Cape Town College of Education, Cape Town.

Samuels Joe and Bothlale Nong

Report on the Hamburg Conference, AETASA newsletter, Practitioner Talk , Johannesburg 1997.

Samuels Joe

The One Hour, One Week, One Decade Conference presented to the Association for Adult Continuing Education (AACE) Western Cape on 7 August 1997.

Samuels Joe

The One Hour, One Week, One Decade Conference presented to the Association for Tertiary-based Adult Educators on 9 August 1997 at the University of Port Elizabeth, Port Elizabeth.

Samuels Joe, Tony Sardien and Tammy Sheter

Race, Class, Gender and Culture: A Possible Programme in GLOBALIZATION ADULT EDUCATION AND TRAINING, edited by Shirley Walters published by Zed Books, CACE, DVV/IIZ, and NIACE, 1997.

Samuels Joe

Adult Education in South Africa: Post 1994 Elections for the UIE Hamburg Conference Preparatory Document July 1997.

Samuels Joe and Nicci van Noordwyk

Adult Learner Week Review, AETASA, July 1997.

Sardien, Tony

Achieving committed male support in advancing women, presented at a seminar Towards Practical Gender Equity: From Dialogue to Action, organized by the Association of European

Parliamentarians for Africa (Awepa) in Windhoek, Namibia from 6 - 8 March 1997.

Sardien Tony

The lack of adult education provision for people who are blind presented to The League of Friends of the Blind at their Annual Conference on 14 June 1997.

Sardien Tony

Unesco's one hour of learning per day, presentation made on 12 September 1997 to the Petunia Adult Basic Education Group in Kraaifontein.

Walters, Shirley (editor)

GLOBALIZATION, ADULT EDUCATION AND TRAINING: IMPACTS AND ISSUES, co-published by Zed Books, CACE Publications, DVV, ICAE, UIE United Kingdom 1997

Walters, Shirley, Maurice Amutabi, Keith Jackson, Ove Korsgaard, Pauline Murphy, Teresa Quiroz Martin

Introduction to GLOBALIZATION, ADULT EDUCATION AND TRAINING: IMPACTS AND ISSUES, co-published by Zed Books, CACE Publications, DVV, ICAE, UIE United Kingdom 1997.

Walters, Shirley and Linzi Manicom

Feminist popular education in the light of globalization in GLOBALIZATION, ADULT EDUCATION AND TRAINING: IMPACTS AND ISSUES, co-published by Zed Books, CACE Publications, DVV, ICAE, UIE United Kingdom 1997.

Walters, Shirley and Jeanne Gamble

ETDP: Passing fad or new identity? in GLOBALIZATION, ADULT EDUCATION AND TRAINING: IMPACTS AND ISSUES, co-published by Zed Books, CACE Publications, DVV, ICAE, UIE United Kingdom 1997.

Walters, Shirley, as convenor of the Rector's *Lifelong Learning Task Group, Lifelong learning by 2001*: Giving content to commitment, UWC September 1997.

Shirley Walters, as convenor of the Rector's *Continuing Professional Education Task Group*, with Jos Koetsier.

Continuing Professional Education at the University of Western Cape - Survey Results, UWC September 1997.

Walters, Shirley

ABET and Gender in South Africa, presented at the Association of Tertiary-Based Adult Educators (ATBAE) Conference at University of Port Elizabeth from 9-10 August 1997.

Walters, Shirley

Learning gender justice: women, gender and ABET&D, presented as the keynote address at the World University Service (WUS) Policy Forum, Port Shepstone, 28 August 1997

Walters, Shirley

Women, Gender and ABET in South Africa, a commissioned paper for the Gender Equity Task Team, National Department of Education, South Africa, April 1997

Walters, Shirley and Funeka Loza

Community-university relationships and the University of Western Cape, presented at the 5th International Conference on Adult Education, Hamburg, Germany, 14 - 18 July 1997.

Walters, Shirley

Towards gender justice: Women, gender and adult learning, presented at the 5th International Conference on Adult Education, Hamburg, Germany, 14 - 18 July 1997.

Walters, Shirley

Democracy, development and adult education in South Africa in ADULT LEARNING AND THE CHALLENGES OF THE TWENTY-FIRST CENTURY edited by Ove Korsgaard, Association of World Education, Denmark, 1997.

Walters, Shirley

Changing Mrs Khosa's reality: The challenge for adult education in South Africa presented at a conference in Chiangmai, Thailand, on Promoting empowement of women through adult learning organised by Unesco Institute for Education from 23 - 28 February 1997.

This paper was also presented on invitation at the AACE/CACE seminar on *'Adult education and democracy'* on 20 March and at the launch of the Pracititioners and Supervisors Forum (PRASUFO) on 28 April 1997 at St Francis, Langa.

Walters, Shirley

Changing Mrs Khosa's reality: The challenge for adult education in South Africa in NEGOTIATING AND CREATING SPACES OF POWER: WOMEN'S EDUCATIONAL PRACTICES AMIDST CRISIS, edited by Carolyn Medel-Anonuevo, Unesco Institute for Education, Germany 1997.

CONCLUSION

Adult education is at a point locally and globally where it is facing major threats and opportunities. The Fifth International Conference on Adult Education has provided momentum to propel adult education into a leading position. As Mr Mayor stated in the closing address:

> *"Now is the moment to seize the momentum, recover the basis for practice and get to work. Rather than build a wall to keep out the wind, we must build a windmill and generate the tremendous human power that adult education and lifelong learning can bring".*

During this year CACE has continued to play an important role in advocating for the importance of the field, in training and developing professional adult educators, in promoting the empowerment of black people and women within the context of reconstruction and development of South Africa. We would not have been able to do this without the dedication of staff, students, and funders.

We are grateful to our funders for their continued support. We appreciate very much the constructive partnership we have with the MEC for Education and Culture in the Northern Cape Province, Ms Tina Joemat, the Deputy Director-General, Zodwa Dlamini, and their staff.

We wish also to acknowledge the cooperation we have received from the Rectorate, the Dean and Deputy-Deans of the Faculty of Education, Professors Harold Herman, Andre Gouws and Dirk Meerkotter, and the many friends on and off campus.

The astonishing return of lifelong learning to prominence in the mid-nineties provides CACE and UWC with exciting prospects to meet the rising learning aspirations of women and men in ways which promote democratic and economic developments.

Shirley Walters, Director,
with assistance from the CACE staff

January 1998

Tribute to Kiewiet Boksman

6 November 1997

The staff and the students of the CACE, were deeply shocked and saddened to hear of the sudden death of our friend and fellow educator, Kiewiet Boksman.

Kiewiet had a gift - he had a gift for writing. He wrote beautifully, and with feeling - he made you feel the story, not just hear it.

So we have lost a friend, a member of the family of adult educators and someone who we believe would have made a valuable contribution to upliftment in the lives of people of the Karroo region.

We extend our heartfelt condolences to Kiewiet's mother and to his child, as well as to his friends and the adults who attended his classes. We are with you as you mourn his passing.

Price List of CACE Publications

People's Education: A Collection of Articles – no ISBN	R8
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People's Education: A Preliminary Bibliography – no ISBN	R7
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On Our Feet: Taking Steps to Challenge Women's Oppression. – 1-86808-108-7	R35
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Proceedings of the University-Based Adult Education Conference – 186808-181-8	R40
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Integrating Adult Education and Training – 1-86808-246-6	R22
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FOR A GLOBAL PERSPECTIVE ON:

ADULT EDUCATION AND TRAINING
GENDER IN POPULAR EDUCATION

Adult education has traditionally been concerned more with social, political, personal and cultural development than with economic progress. However, now there is a sense among some educators that the prevailing tide of globalization is so powerful, that there is no alternative but to go with it.

The key initiative towards new adult education and training systems in South Africa has come from the formal economic sector and more particularly, from the trade union movement. Particular concern exists for the majority of people who are poor, live in rural areas or urban slums and are marginal to decision making in their society. This includes most women.

In its attempt to assist with development of the people of this region, the Centre for Adult and Continuing Education (CACE) at the University of the Western Cape, has produced two original and highly influential publications, Globalization, Adult Education & Training: Impacts & Issues edited by Professor Shirley Walters, founder of the Centre for Adult and Continuing Education, and Gender in Popular Education: Methods For Empowerment edited by Professor Shirley Walters and Linzi Manicom, a teacher on global feminist issues at York University, Canada.

Adult education and training are directly implicated in challenging how the world is being reshaped. It is no longer nation-states that are the keys to economic growth, but economic blocs and multinational corporations. The relations between the state, economy and civil society are being restructured in a variety of ways within the processes of globalization.

In these two CACE publications, 45 leading academics, professional practitioners and education activists from over 30 countries, critically reflect upon and analyse the changes to assist adult educators and trainers to develop new responses in new times.

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- windows of fresh perspective to assist in these increasingly important fields.
- new ways of thinking in adult education and training, explored with the intention of stimulating further debate.

The information from these works are certain to be of benefit to:

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